

Teacher Wraparound Edition



New York
Edition

The **American Journey**

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 NATIONAL
GEOGRAPHIC



Glencoe



Correlation to the New York Core Curriculum for U.S. and New York History

Standards	Student Edition Pages	Teacher Edition Pages
UNIT ONE: THE GLOBAL HERITAGE OF THE AMERICAN PEOPLE PRIOR TO 1500		
I. History and the Social Sciences: The Study of People		
Objective 1: To understand the social scientific method and techniques used by social scientists to study human cultures	Ref18-Ref19, 6, 7, 9	7, 14
Objective 2: To understand how the social scientific method and techniques can be applied to a variety of situations	Ref18-Ref19, 9	8, 14, 18
Objective 3: To formulate social science questions and define social science issues and problems	Ref18-Ref22	8, 9, 11, 18, 20
CONTENT OUTLINE		
A. History and the other social sciences provide a framework and methodology for a systematic study of human cultures	Ref18-Ref19, 7	7
1. The role of history and the historian	Ref18-Ref22, 6-7	23
2. The other social sciences including anthropology, economics, geography, political science, psychology, and sociology	7, 9	7, 18
B. The social scientific method as a technique for problem solving and decision making	Ref18-Ref22, 9	8, 18
II. Geographic Factors Influence Culture		
Objective 1: To describe the relationships between people and environments and the connections between people and places	7, 8, 9, 10-15, 16-22, 25	5, 8, 12, 15, 17, 18, 20, 23
Objective 2: To describe the reasons for periodizing history in different ways	Ref18-Ref22, 6-7	5, 7
Objective 3: To map information about people, places, and environments	9, 10-15	8, 18, 23
Objective 4: To identify and compare the physical, human, and cultural characteristics of different regions and people	10-15	8, 19
Objective 5: To understand the geography of settlement patterns and the development of cultural patterns	6, 7, 8, 9, 10-11, 12, 13, 14, 15	4, 5, 17, 18
CONTENT OUTLINE		
A. Theories attempt to explain human settlement in the Americas	7, 8, 9, 25	8
1. Anthropologists theorize that Asians migrated across a land bridge between Asia and the Americas	7, 8, 9, 25	8
2. Native American Indians believe in indigenous development with migration patterns in both directions	NY56, NY57	NY56, NY57
B. Geographic factors affected the settlement patterns and living conditions of the earliest Americans	8, 9, 13, 17, 18, 19, 20, 21, 22, 24-25, NY56	4, 17, 18, 20
C. Major Native American civilizations in Central and South America	5, 10-15	4, 10, 11, 12
1. The Aztecs	5, 10, 13, 14, 15	4, 11
2. The Mayas	5, 10, 11, 12, 13, 15	4, 10, 11, 12
3. The Incas	5, 14, 15	4, 5
III. Iroquoian and Algonquian Cultures on the Atlantic Coast of North America		
Objective 1: To know the social and economic characteristics such as customs, traditions, child-rearing practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations	16, NY56-NY58, NY59	5, 18, 19, 20
Objective 2: To map information about people, places, and environments	16, 25	18, 19
Objective 3: To understand the worldview held by native peoples of the Americas and how that worldview developed	21, 22, NY58	NY58, 22
Objective 4: To understand the ways different people view the same event or issues from a variety of perspectives	NY58, NY59-NY60	NY58, NY59-NY60
CONTENT OUTLINE		
A. Iroquois (Haudenosaunee—People of the Longhouse) and Algonquian People adapted to the environment in which they settled	20, 21, 22, 25, NY56-NY58	NY56-NY58, 5, 18, 19, 22, 23
1. Geographic regions of New York	21, NY56	NY56, 18, 19, 21
2. Diversity of flora and fauna	NY56	NY56, 18, 19, 20
3. Seasons and weather patterns	NY56	NY56, 18, 19
4. Kinds of settlements and settlement patterns	NY56-NY59	NY56-NY59, 18, 19, 21



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Objective 1: To understand the social scientific method and techniques used by social scientists to study human cultures	Ref18-Ref19, 6, 7, 9	7, 14
Objective 2: To understand how the social scientific method and techniques can be applied to a variety of situations	Ref18-Ref19, 9	8, 14, 18
Objective 3: To formulate social science questions and define social science issues and problems	Ref18-Ref22	8, 9, 11, 18, 20
CONTENT OUTLINE		
A. History and the other social sciences provide a framework and methodology for a systematic study of human cultures	Ref18-Ref19, 7	7
1. The role of history and the historian	Ref18-Ref22, 6-7	23
2. The other social sciences including anthropology, economics, geography, political science, psychology, and sociology	7, 9	7, 18
B. The social scientific method as a technique for problem solving and decision making	Ref18-Ref22, 9	8, 18
II. Geographic Factors Influence Culture		
Objective 1: To describe the relationships between people and environments and the connections between people and places	7, 8, 9, 10-15, 16-22, 25	5, 8, 12, 15, 17, 18, 20, 23
Objective 2: To describe the reasons for periodizing history in different ways	Ref18-Ref22, 6-7	5, 7
Objective 3: To map information about people, places, and environments	9, 10-15	8, 18, 23
Objective 4: To identify and compare the physical, human, and cultural characteristics of different regions and people	10-15	8, 19
Objective 5: To understand the geography of settlement patterns and the development of cultural patterns	6, 7, 8, 9, 10-11, 12, 13, 14, 15	4, 5, 17, 18
CONTENT OUTLINE		
A. Theories attempt to explain human settlement in the Americas	7, 8, 9, 25	8
1. Anthropologists theorize that Asians migrated across a land bridge between Asia and the Americas	7, 8, 9, 25	8
2. Native American Indians believe in indigenous development with migration patterns in both directions	NY56, NY57	NY56, NY57
B. Geographic factors affected the settlement patterns and living conditions of the earliest Americans	8, 9, 13, 17, 18, 19, 20, 21, 22, 24-25, NY56	4, 17, 18, 20
C. Major Native American civilizations in Central and South America	5, 10-15	4, 10, 11, 12
1. The Aztecs	5, 10, 13, 14, 15	4, 11
2. The Mayas	5, 10, 11, 12, 13, 15	4, 10, 11, 12
3. The Incas	5, 14, 15	4, 5
III. Iroquoian and Algonquian Cultures on the Atlantic Coast of North America		
Objective 1: To know the social and economic characteristics such as customs, traditions, child-rearing practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations	16, NY56-NY58, NY59	5, 18, 19, 20
Objective 2: To map information about people, places, and environments	16, 25	18, 19
Objective 3: To understand the worldview held by native peoples of the Americas and how that worldview developed	21, 22, NY58	NY58, 22
Objective 4: To understand the ways different people view the same event or issues from a variety of perspectives	NY58, NY59-NY60	NY58, NY59-NY60
CONTENT OUTLINE		
A. Iroquois (Haudenosaunee—People of the Longhouse) and Algonquian People adapted to the environment in which they settled	20, 21, 22, 25, NY56-NY58	NY56-NY58, 5, 18, 19, 22, 23
1. Geographic regions of New York	21, NY56	NY56, 18, 19, 21
2. Diversity of flora and fauna	NY56	NY56, 18, 19, 20
3. Seasons and weather patterns	NY56	NY56, 18, 19
4. Kinds of settlements and settlement patterns	NY56-NY59	NY56-NY59, 18, 19, 21



Standards	Student Edition Pages	Teacher Edition Pages
B. The Iroquois (Haudenosaunee) developed cultural patterns that reflected their needs and values	NY56–NY58, NY59	NY56–NY58, 18
1. Creation and religious beliefs	21, 22	21, 22
2. Importance of the laws of nature and the wise use of natural resources	NY56, NY59	NY56, NY59
3. Patterns of time and space	NY58–NY59	NY58–NY59
4. Family and kinship	22, 24, NY56–NY58	NY56–NY58, 24
5. Education	NY56–NY58	NY56–NY58
6. Government: Iroquois Confederacy and political organizations at the village level (tribal organization)	22	22
7. Conceptions of land ownership and use	NY59	NY59
8. Language	NY56–NY58	NY56–NY58
C. Algonquian Culture	NY56–NY58	NY56–NY58
1. Spiritual beliefs	NY56–NY58	NY56–NY58
2. Spatial patterns	NY56–NY59	NY56–NY59
IV. European Conceptions of the World in 1500		
Objective 1: To understand the worldview held by Europeans prior to 1500	29, 30, 31, 33, 34, 35, 40, NY58	26, 29, 30, 31, 35
Objective 2: To understand the ways different people view the same event or issues from a variety of perspectives	29, 30, 35, 38, 40, 41, NY58–NY59	NY58–NY59, 29, 35, 38
CONTENT OUTLINE		
A. European knowledge was based on a variety of sources	28, 29, 31	26, 29, 30, 31, 38
1. Accounts of early travelers and explorers	28, 29, 31, 33	29, 31, 38
2. A variety of different maps	31, 33, 35	31, 35
3. Writing of ancient scholars	38	38
4. Guesswork	38	35
5. Oral traditions and histories	38, 41	38
B. Different worldviews and ethnocentrism resulted in many misconceptions	35, 38, 39, 42	35
UNIT TWO: EUROPEAN EXPLORATION AND COLONIZATION OF THE AMERICAS		
I. European Exploration and Settlement		
Objective 1: To understand major turning points, such as the European exploration of and settlement in the Americas, by investigating the causes and other factors that brought about change and the results of these changes	31, 32, 39, 40, 41, 43, 44, 45, 47, 48, 49, 50, 51, 52, 59, 60, 61	27, 29, 32, 39, 41, 42, 45, 47, 48, 52, 53
Objective 2: To understand the impacts of European settlement on Native American Indians and Europeans	42, 43, 44, 47, 48, 104	27, 40, 42, 43, 44, 45, 47, 52, 53
Objective 3: To investigate why people and places are located where they are located and what patterns can be perceived in these locations	43, 45, 46, 48, 58, 59, 60	32, 48
Objective 4: To understand the ways different people view the same event or issues from a variety of perspectives	28, 50, 51, 52, 58, 60	38, 50, 52
CONTENT OUTLINE		
A. Motivating factors	31, 32, 33, 41, 42	26, 32, 33, 36, 41, 45, 49, 53
1. Technological improvements in navigation	31, 32, 33, 42	26, 32, 33, 45, 53
2. Consolidation of political power within certain countries in Europe	30, 31	30, 50
3. Desire to break into the Eastern trade markets	29, 33, 34, 35, 36, 37, 41, 42	36, 41, 49
4. Missionary zeal	29, 46, 49, 50	42, 49, 82
B. Geographic factors influenced European exploration and settlement in North and South America	36, 37, 39, 42–43, 48, 59, 61	40, 50, 51
1. Effects of weather and natural hazards on the Atlantic crossings	36, 39, 45	36, 45
2. Characteristics of different physical environments in the Americas and where different Europeans settled	41, 46, 59, 61	40, 50, 51
3. The development of “New England,” “New France,” “New Netherland,” and “New Spain”	42–52, 72, 80–81	42, 50, 51, 52
C. Effects of exploration and settlement in America and Europe—human-induced changes in the physical environment in the Americas caused changes in other places	44, 47, 49, 50, 51, 52, 68, 69, 79, 73	45, 50–51
1. Introduction of new diseases to the Americas was devastating	44, 47, 51	44, 51
2. The continued growth of population in the colonies resulted in the unjust acquisition of Native American lands	68, 69, NY59	NY59, 68
3. New types of foods improved both European and Native American health and life spans	47, 74, 79	47, 79
4. Economic and political changes in the balance of power in Europe and the Americas	49, 50, 52, 73	57, 59
5. Introduction of African slaves into the Americas	47, 76–77, 79	57, 88



Standards	Student Edition Pages	Teacher Edition Pages
D. Exploration and settlement of the New York State area by the Dutch and English	50, 51, 52, 72–74	50, 57, 72, 73, 74
1. Relationships between the colonists and the Native American Indians	43–44, 46–47, 61, 66, 68, 75	43, 56, 66
2. Similarities between the Europeans and Native American Indians	NY59	NY59
a. The role of tradition	NY59	NY59
b. The importance of families and kinship ties	NY59	NY59
c. The hierarchical nature of the community and family	NY56, NY59	NY56–NY59
d. The need to be self-sufficient	NY59	NY59
3. Differences	NY59	NY59
a. Ideas about land ownership	47, 66–68, NY59	66, 67
b. Roles of men and women	46–47, NY56–NY57	46
c. Beliefs about how people from different cultures should be addressed	46–47, NY59	NY59, 47
4. Rivalry between the Dutch and English eventually resulted in English supremacy	72–73, NY59	NY59, 73
II. Colonial Settlement: Geographic, Political, and Economic Factors		
Objective 1: To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the colonial period	59, 61, NY58–NY60	NY58–NY60, 58, 59, 67, 68, 69, 80
Objective 2: To investigate why people and places are located where they are located and what patterns can be perceived in these locations	58, 72, 76, 77, 80, 81, 82, NY58–NY59	NY58–NY59, 58, 61, 64, 67, 74, 76, 86
Objective 3: To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital and natural and human resources	60, 61, 73, 74, 76, 77, 78, 82, NY58–NY60	NY58–NY59, 59
Objective 4: To analyze how the values of colonial powers affected the guarantee of civil rights and made provisions for human needs	61, 66, 67, 69, NY58–NY60	NY58–NY60, 66, 68, 79
CONTENT OUTLINE		
A. English colonies: New England, Middle Atlantic, Southern	64–69, 72–75, 76–80, 82	56, 57, 60, 61, 64, 76, 81
1. Reviewed as a geographic region—criteria to define regions, types of regions	65, 74, 78	57, 81
2. Settlement patterns: who? when? why?	65, 66, 67, 69, 73, 74, 75, 76, 77, 78, 79, 80	61, 65, 81
3. Economic patterns emerge to meet diverse needs: agricultural and urban settlements	74, 76, 77, 79	60, 77, 82
4. Political systems: the Mayflower Compact	66, 69	66, 68
5. Social order	64, 74, 76, 77	65, 76
B. New Netherland; French and Spanish colonies	72, 73, 74, 81, 82, NY58–NY60	NY58–NY60, 73, 82
1. Reviewed as a geographic region—types, connections between regions	73, 81, 82, NY58–NY60	NY58–NY60, 81
2. Settlement patterns: who? when? why?	73, 74, 81, 82, NY58–NY60	NY58–NY60, 74, 82
3. Economic patterns emerge to meet diverse needs	73, 82, NY58–NY60	NY58–NY60, 82
4. Political systems and social order	42–52, 72, 81–82, NY58–NY60	NY58–NY60, 42, 44, 72
III. Life in Colonial Communities		
Objective 1: To understand how European and other settlers adapted to life in the American colonies	16, 61, 66, 69, 79, 80, 88–95, 98–103, NY58–NY60	NY58–NY60, 59, 86, 89, 102
Objective 2: To classify major developments in categories such as social, political, geographic, technological, scientific, cultural, or religious	66, 67, 68, 69, 72, 73, 75, NY58–NY61	NY58–NY61, 68, 86, 92, 95, 102
Objective 3: To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the American colonies	16, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 104, 105, 106, 107, NY57–NY58	NY57–NY58, 68, 69, 75, 82, 106, 114
Objective 4: To present geographical information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models	64, 74, 75, 78, 88, NY5	NY57, 59, 73, 81, 93, 101
Objective 5: To investigate how people in colonial communities answered the three fundamental economic questions (What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?) and solved their economic problems	61, 74, 76, 77, 79, 90, 91, 92, 93, 94, NY58–NY60	NY58–NY60, 80, 90, 94
Objective 6: To analyze how values of a people affect the guarantee of civil rights and make provision for human needs	65, 66, 67, 68, 69, NY59	NY58–NY61, 66, 98, 99
CONTENT OUTLINE		
A. Colonial communities were the center of social, economic, and political life and tended to develop along European patterns	64–69, 72–75, 76–80, 82, NY58–NY61	59, 65, 68, 90, 92
1. Variations were found	61, 65, 67, 69, 75, 76, 79, 80	59, 67, 75
a. Religious-based	65, 67, 69, 75	65, 68
b. Slave and free black communities	61, 76	88, 90
c. Place of national origin	65, 67, 75, 79, 80, 92	92



Standards	Student Edition Pages	Teacher Edition Pages
2. The social structure promoted interdependence	66, 75	75
3. Social goals promoted community consciousness over individual rights	66, 67, 68	67
4. Role of religions	64, 65, 67, 68, 69, 74, 75, 78, 80	65, 68, 75
a. Puritans	64, 65, 67, 69	65
b. Quakers	75	75
c. Catholics	78	78
d. Others	65, 68, 74, 80	65
5. Survival demanded cooperation and a strong work ethic	67, 68	66
6. Importance of waterways	68, 73, 79, 90, 94	73, 89
7. A hierarchical social order created social inequity	73, 74, 79, 93, 95	73, 93
B. Structure and roles of colonial families	64, 89, 90, 94, 95, 102	89, 102
1. Nuclear families make up the basic social and economic unit	90, 102	90
2. Authority and obligation followed kinship lines	102	102
3. Roles of family members	64, 95, 102	89, 102
C. Life in colonial communities was a reflection of geographic and social conditions	64–69, 72–75, 76–82, 89, 93	72, 76, 86, 93
1. Impact of physical environments on	61, 66, 68, 77, 79, 89, 93, 95	66, 77, 79, 95
a. Travel	89, 90	90
b. Communication	72, 77, 90, 92	77, 92
c. Settlements	66, 68, 77	68
d. Resource use	61, 79, 89, 93	79, 93
2. Social conditions led to	66, 67, 68, 73, 74, 75, 76, 77, 78, 79, 90, 93, 95	66, 73, 78, 95
a. Different forms of government	66, 67, 68, 73, 74, 75, 78	67, 75
b. Varying roles of religion	68, 69, 75	69
c. Inequalities of economic conditions	64, 72, 76, 90	76
d. Unequal treatment of blacks	76, 77, 79, 93, 95	77, 95
3. The impact of geographic and social conditions could be seen in the divergent landholding systems that developed in:	64–69, 72–75, 76–80, 82, 89, 90, 92, 93, 95, NY58–NY59	NY58–NY59, 57, 65, 76, 89
a. New England	64–69, 89, 90, 95, NY59	NY59, 67, 90
b. New Netherland: patroonship system	73, 75, NY59	NY59, 75
c. Southern colonies: plantation system	76–80, 82, 94	57, 77, 82
4. Life in French and Spanish colonies was both similar to and different from life in other colonies	81, 82	81
UNIT THREE: A NATION IS CREATED		
I. Background Causes of the American Revolution		
Objective 1: To understand the economic, political, and social causes of the American Revolution	106, 107, 108–112, 122–125, 126–129	120, 121, 122, 123, 124, 127, 128
Objective 2: To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts	127, 128, 129	91, 100, 105, 127
Objective 3: To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems	90, 91, 92, 93, 94, 112	90, 94
Objective 4: To consider the nature and evolution of a constitutional democracy	99, 100, 101, 103	98, 99
CONTENT OUTLINE		
A. Economic factors	89, 90, 91, 92, 93, 95, 99, 123	90, 93, 123
1. Growth of mercantilism: triangular trade	90, 91, 95, 99	50, 88
2. Rise of an influential business community in the colonies	89, 92, 93	89, 93
3. Cost of colonial wars against the French	123	123
B. Political factors	99, 100, 101, 103	87, 106, 107, 108, 110, 112
1. The role of the British Civil War	99	99
2. Periods of political freedom in the colonies	100	100
3. Impact of the French and Indian War: Albany Plan of Union	107, 108–112	87, 110, 112
4. Political thought of the Enlightenment influenced prominent colonial leaders	103, 141	141
C. New social relationships between European powers and the American colonies: development of a new colonial identity	100, 101	86, 103, 125, 126, 129



Standards	Student Edition Pages	Teacher Edition Pages
II. The Shift From Protest to Separation		
Objective 1: To understand how colonists' concerns regarding political and economic issues resulted in the movement for independence	112, 122-126, 132-137	120, 123, 124, 128, 143
Objective 2: To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts	126, 127, 128, 129	100, 127, 139
Objective 3: To consider the nature and evolution of constitutional democracies	122, 132-137	137, 139
CONTENT OUTLINE		
A. New British attitude toward colonies following victory over France	122, 123, 124, 125	87, 123
1. Colonies could not protect themselves	123	123
2. Colonies were not paying a fair amount toward their support	111, 123	111
B. New British policies antagonized many Americans	122, 123, 124	122, 123, 124, 128
1. Various acts of Parliament such as the Quebec Act	129	129
2. New tax policies and taxes: Stamp Act and others	123, 124, 125	122, 123, 124
3. Other acts of repression: Zenger case and others	103	103
C. Public opinion was shaped in different forums	125, 127, 128, 129, 139, 140, 141	128
1. Political bodies	125, 139, 140, 141	125, 140
2. Public display and demonstration	125, 127, 129	128
3. Print media	127, 128, 129, 140	163
D. Wide variety of viewpoints evolved	136, 137	127, 133, 139
1. Complete separation	136, 137, 140, 141	133, 139
2. More autonomy for the colonies	136, 137	133, 139
3. No change in status quo: the Loyalist position	137	133, 139
III. Early Attempts to Govern the Newly Independent States		
Objective 1: To understand how the colonists attempted to establish new forms of self-government	98, 132-137, 138-142, NY61-NY62	NY61-NY62, 137, 139
Objective 2: To investigate key turning points in New York State and United States history and explain why these events or developments are significant	108, 138, 139, 140, 141, 142, 152-159, 160-165, NY60-NY62	NY60-NY62, 134, 143
Objective 3: To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts	137, 140, 141	140
Objective 4: To describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents	132-137, 138-142, 155, 156, 157, 159, 162, 165, 170, 172, 173, 177	133, 140, 142, 143, 159, 165, 172
CONTENT OUTLINE		
A. The Revolution begins	132, 133, 134, 135, 136	132, 134, 152
1. Early confrontations	134, 135, 136	132, 152
2. Important leaders	132, 133, 135, 136	133
3. First Continental Congress	132, 133, 137	137
B. The Second Continental Congress represented the first attempt to govern the colonies	138, 139, 149	138, 139
1. "Republican" government	188	139
2. Request for state constitutions and political systems	187	139
3. Asserting independence	141, 142	137, 138, 139
C. A movement for independence evolved from the political debate of the day	139, 140, 141	138, 139
D. Declaration of Independence	138, 141, 142	121, 138
1. Origins	141, 142	138, 142
2. Content	141, 142	138, 142
3. Impact	141, 142	138
4. Ideals embodied	141, 142	138
E. Independence creates problems for New Yorkers	NY60-NY61	NY60-NY61
1. Organizing new State government	NY61-NY62	NY60-NY61
2. Economic problems	NY61-NY62	NY60-NY61
3. Political factions	NY61-NY62	NY60-NY61
4. Slavery	NY60	NY60
5. Recruiting soldiers for the war	155	155



Standards	Student Edition Pages	Teacher Edition Pages
IV. Military and Political Aspects of the Revolution		
Objective 1: To understand how the colonists were able to unite against British power to win a major military and political victory	133, 134, 152–159, 160–165, 168–173, 174–178	133, 135, 152, 161, 174
Objective 2: To understand how events on the national level influenced and affected New Yorkers	156, 174, 186	NY60–NY61, 174, 186
Objective 3: To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups	161, 163, 170, 172, 173, 175	158, 161, 171, 176, 179
Objective 4: To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources	170, 171, 172, 173, 174, 176	153, 155, 157, 162
CONTENT OUTLINE		
A. Strategies of the principal military engagements	140, NY63	NY63, 134, 135, 152, 156, 158, 160, 162, 163, 169, 170, 171, 172, 173, 174, 175, 176, 178
1. Washington's leadership	140, 153, 155, 157, 158	162, 163
2. New York as the object of strategic planning	156	156
3. Evolution of the war from the North to the South: Lexington and Concord to Saratoga to Yorktown	134, 135, 136, 137, 159, 173, 174, 175, 176, 177, 178	134, 135, 152, 156, 158, 160, 163, 169, 170, 171, 172, 173, 174, 175, 176, 178
B. Role of the Loyalists	154, 158, NY60–NY61	NY60–NY61, 153
1. In New York City	NY60–NY61	NY60–NY61
2. Colonists of Nova Scotia, Quebec, and Prince Edward Island did not join the Revolution	154, NY61	NY61
a. Refuge for Loyalists	154, NY61	NY61
b. Staging ground for attacks on New York's patriots	158, NY61	NY61
C. The outcome of the war was influenced by many factors	153, 155, 157, 158, 159, 160, 161, 162, 163, 164, 165, 169, 170, 171, 172, 173, 175, 176, 177, 178	150, 151, 155, 160, 162, 163, 169, 170, 171, 173, 175
1. Personalities and leadership	153, 155, 159, 160, 161, 163, 169, 170, 172	162, 163
2. Geography: importance of various physical features	158, 170, 171, 172, 178	151, 162, 170, 171, 173
3. Allocation of resources	153	153
4. Foreign aid: funds and volunteers	160, 161, 163, 164, 172, 173, 175, 178	150
5. Role of women, blacks, and Native American Indians	155, 157, 162, 164, 165, 169	155, 160, 169
6. Haphazard occurrences of events: the human factor	172, 175, 176, 178	175
7. Clash between colonial authority and Second Continental Congress	155, 177	177
V. Economic, Political, and Social Changes Brought About by the American Revolution		
Objective 1: To understand how a revolution can have a profound effect on the economic, political, and social fabric of a nation	177, 178, 186–193, 194–201, NY61	NY61, 179, 188, 190
Objective 2: To analyze how the values of a Nation affect the guarantee of human rights and make provisions for human needs	178, 187, 204	178, 187, 204
Objective 3: To present information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions	185–185, 186, 190–191, 204	184, 190, 204
Objective 4: To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives	188, 196, 197, NY61	NY61, 188, 197
Objective 5: To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources	191, 195–197	195, 197
CONTENT OUTLINE		
A. On the national level	177, NY61	NY61, 177
1. Britain gave up claims to govern	177, NY61	NY61, 177
2. Slavery began to emerge as a divisive sectional issue because slaves did not receive their independence	196, 197	197
3. American economy was plagued by inflation and hurt by isolation from world markets	191, 195	164
B. In New York State	177, 178, 188	NY61, 178
1. The effects of the American Revolution on the Iroquois Confederacy	NY61	NY61
2. Disposition of Loyalist property and resettlement of many Loyalists after the Revolution to Canada, thus changing the French/British balance	177, 178	178
3. A republican ideology developed which emphasized shared power and citizenship participation	188	188
C. In the Western Hemisphere	178, 192, 193	192
1. Britain did not accept the notion of American dominance of the hemisphere	192, 193	193
2. The remaining British colonies in Canada strengthened their ties to Great Britain	192	192
3. Many leaders in South America drew inspiration from American ideas and actions in their struggle against Spanish rule	178	179



Standards	Student Edition Pages	Teacher Edition Pages
UNIT FOUR: EXPERIMENTS IN GOVERNMENT		
I. The Articles of Confederation and the Critical Period		
Objective 1: To understand the earliest formal structure of the United States government as expressed in the Articles of Confederation	186-193, NY61-NY62	184, 186, 189
Objective 2: To consider the nature and evolution of constitutional democracies	186-193, 194-201, 204-210, NY61-NY62	NY61-NY62, 184, 193, 200
CONTENT OUTLINE		
A. Need for a formal plan of union	107, 187, 188	187
1. Historical precedent: the Albany Plan of Union	107	107
2. Development of state constitutions	187, 188	188
3. Inadequacy of Continental Congress as a national government	188, 192, 193	192
B. Development of a formal plan of government	188, 189	186
1. Draft and debate in Congress, 1776-1777	188	188
2. Ratification by the states, 1778-1781; period of operation, 1781-1789	189	189
C. The structure of government under the Articles of Confederation	188, 189	186
1. Congress was the only branch of government	188	188
2. Each state had equal representation	189	192
3. Congress's power under the Articles included:	189	189
a. Making war and peace	189	189
b. Conducting foreign and Native American Indian affairs	189	189
c. The settlement of disputes between and among states	189	189
d. Issuance of currency and borrowing	189	189
D. The Articles suffered from many weaknesses	188, 189, 192, 193, 195, 196	189, 193, 197
1. Indirect representation	188	188
2. No coercive power: decisions more advisory than binding: e.g., Shays' Rebellion	193, 195, 196	195, 196
3. Lack of national executive and judicial functions	189	189
4. Lack of taxing power	192, 193	188
5. Difficulty in passing legislation	189	189
E. The Articles did have several achievements and contributions	189, 190, 191, 193	190, 193
1. Land Ordinance of 1785 and the Northwest Ordinance, 1787	190, 191, 193	190
2. Developed the privileges and immunities of citizenship	191	191
3. Developed the concept of limited government	193	193
II. The New York State Constitution of 1777		
Objective 1: To understand the earliest formal structure of the New York State government, as expressed in the first New York State Constitution	187	187, 188
Objective 2: To compare and contrast the development and evolution of the United States and New York State constitutions	NY61-NY62	NY61-NY62
Objective 3: To understand how the United States and New York State constitutions support majority rule but also protect the rights of the minority	214-223, 224-245	214, 224
CONTENT OUTLINE		
A. Adopted by convention without submission to popular vote	NY61-NY62	NY61-NY62, 188
1. Included Declaration of Independence	NY61-NY62	NY61-NY62
2. Influence of leaders such as John Jay	NY61-NY62	NY61-NY62
B. Chronology of the document	NY61-NY62	NY61-NY62, 188
1. Draft and debate in convention, 1776-1777	NY61-NY62	188
2. Period of operation, 1777-1822	NY61-NY62	NY61-NY62
C. Form of early State government	NY61-NY62	NY61-NY62
1. Similar to colonial government	NY61-NY62	NY61-NY62
2. Governor with limited authority and three-year term	NY61-NY62	NY61-NY62
3. Inclusion of rights and liberties	NY61-NY62	NY61-NY62
4. First system of State courts	NY61-NY62	NY61-NY62
5. Limited franchise	NY61-NY62	NY61-NY62
6. Bicameral legislature: Senate—four-year term; Assembly—one-year term	NY61-NY62	NY61-NY62



Standards	Student Edition Pages	Teacher Edition Pages
D. Effectiveness	NY61–NY62	NY61–NY62
1. Smoother functioning than national government under the Articles of Confederation	NY61–NY62	NY61–NY62
2. Cumbersome administrative procedures	NY61–NY62	NY61–NY62
3. Excessive use of veto procedures	NY61–NY62	NY61–NY62
4. A model for the United States Constitution of 1787	NY61–NY62	NY61–NY62
III. The Writing, Structure, and Adoption of the United States Constitution		
Objective 1: To understand the importance of the events that took place during the writing and adoption of the United States Constitution and to recognize their significance beyond their time and place	194–201, 204–210	194, 197, 198, 199, 204, 208, 209, 211
Objective 2: To explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time	208, 214–223	208, 214
Objective 3: To understand that the New York State Constitution, along with other documents, served as a model for the development of the United States Constitution	205, 206	206, 212
Objective 4: To compare and contrast the development and evolution of the constitutions of the United States and New York State	NY61–NY62	NY61–NY62
Objective 5: To define federalism and describe the powers granted to the national and state governments by the United States Constitution	204, 206, 207	206, 273
CONTENT OUTLINE		
A. Annapolis Convention, 1786	NY62	NY62
1. Impracticality of correcting weaknesses in Articles of Confederation	194, 195	194
2. Need for an improved form of government without losing key elements of a new philosophy of government	195, 197	195
3. Decision to write a constitution	198	198
B. Constitutional Convention: setting and composition	198, 199	197, 199
C. Major issues	198, 199, 200, 201	199, 201
1. Limits of power: national versus state	198, 199, 201	198
2. Representation: slaves and apportionment	200, 201	196, 201, 200
3. Electoral procedures: direct versus indirect election	199, 200	201
4. Rights of individuals	201	209
D. The need for compromise	200, 201	194, 200, 201, 206
1. The issue of a “federal” or a “national” government	209	209
2. The Great Compromise on representation	200	194, 200, 201
3. The three-fifths compromise on slavery	201	194, 201
4. The commerce compromises	201	194, 206
E. The underlying legal and political principles of the Constitution	204, 206, 207, 208, 210	206, 207, 208, 210
1. Federalism	206, 210	206, 207
2. Separation of powers	207, 208, 210	208
3. Provisions for change	210	210
4. Protection of individual rights	208	210
F. The Constitution and the functioning of the federal government	207, 208	206
1. The Preamble states the purpose of the document	217, 224	217
2. The structure and function of the legislative, executive and judicial branches (Articles I, II, III)	207, 208, 224–230	208
3. The relation of states to the federal union (Article IV)	231–232	231
4. Assuming the responsibility for a federal system (Article VI)	220–223, 233	220
G. The Constitution as a living document	214–219	215
1. The elastic clause and delegated power facilitate action	227	227
2. Amendment procedure as a mechanism for change (Article V)	221, 232	221
3. The Bill of Rights	210, 221, 254, 255	254, 257
4. Supreme Court decision (e.g., <i>Tinker v. Des Moines School District</i> , 1969)	279, 1045	279, 1045
H. The evolution of an “unwritten constitution”	253, 255, 257, 264–270	253, 264
1. Political parties	264–270	251, 264, 265, 266, 268, 270, 271
2. The President’s cabinet	253, 255	253
3. President’s relation to Congress	255, 257	255
4. Committee system in Congress	223–226	223, 226
5. Traditional limitations on Presidential term	263	263



Standards	Student Edition Pages	Teacher Edition Pages
I. The ratification process	209	209
1. The debates in the states, especially New York State	209	209
2. The Federalist Papers	209	209
3. Poughkeepsie convention	209, 210	209
a. Federalists—Hamilton	NY61–NY62	209
b. Anti-Federalists—Clinton	209, 210	209
4. Formal ratification of the Constitution and launching of the new government	210	209
5. The personal leadership of people like Washington, Franklin, Hamilton, Madison	132, 133, 135, 136, 198, 209	194, 198, 199
UNIT FIVE: LIFE IN THE NEW NATION		
I. New Government in Operation		
Objective 1: To understand how the new nation established itself and began to operate	252–257, 260–263, NY61–NY62	NY 61–NY62, 256, 257, 260, 261, 262, 263
Objective 2: To understand how political parties emerged in response to concerns at the local, State, and national levels	264–270, 276, 277, 278, 320, 336	251, 264, 265, 266, 268, 270, 271
Objective 3: To understand how civic values reflected in the United States and New York State constitutions have been implemented through law and practice	264, 266, 270, 271, 279	254, 277, 278
Objective 4: To understand the relationship between and the relative importance of United States domestic and foreign policies over time	252–257, 260–263, 264–270, 278, 281, 282, 283, 289, 290, 291, 292, 293, 295, 296, 297, 298, 321, 322, 323, 325, 326	260, 262, 263, 290, 296, 322
Objective 5: To analyze the role played by the United States in international politics, past and present	260, 262, 263, 269, 270, 281, 282, 283, 287, 288, 289, 290, 291, 292, 293, 295, 296, 297, 298, 325, 326	260, 262, 263, 269, 286, 288, 291, 325
Objective 6: To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources	256, 257, 282, 283, 284, 285, 358	257, 282, 358
Objective 7: To investigate how people in the United States solve the three fundamental economic questions and solve basic economic problems	252, 255, 256, 257, 278, 281, 283, 285, 286, 304	255, 257, 282
Objective 8: To complete well-documented and historically correct case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians in New York State and the United States	115, 145, 294	261, 283, 284, 291
CONTENT OUTLINE		
A. Washington as President: Precedents	252, 253	250, 252, 253
B. Establishing stability	253	255, 257, 261, 262
1. Hamilton's economic plan	256, 257	255, 257
2. The Whiskey Rebellion	260, 261, 263	260
3. Preserving neutrality: the French Revolution, Citizen Genet, Jay, and Pinckney treaties	260, 262, 263	260, 262, 263
4. Political parties	264–270	251, 264, 265, 266, 268, 270, 271
5. Election of 1800	276, 277, 278	274, 277
6. Judicial review: <i>Marbury v. Madison</i> (1803)	279	279
C. Expanding the nation's boundaries	260, 263, 280–285, 291, 292, 293, 294–298, 325, 326	260, 274, 280, 295
1. Pinckney Treaty with Spain	260, 263	260
2. Louisiana Purchase	280–285	274, 280, 282, 283
3. War of 1812: guaranteeing boundaries	294–298	275, 294, 295, 296
4. Monroe Doctrine: sphere of influence	325, 326	320
5. Purchase of Florida	282	282
6. Native American Indian concessions and treaties	291, 292, 293, 296	292, 293
D. Challenges to stability	289, 290, 291, 293, 294–298	275
1. French and English trade barriers and the Embargo Act	289, 290, 291	289, 290
2. War of 1812: second war for independence	293, 294–298	275, 294, 295, 296, 297, 298
E. The Era of Good Feelings	320, 321	321
1. Clay's American system	322	322
2. Internal expansion: new roads, canals, and railroads	313, 314, 315, 316, 317	302, 312
3. Protective tariffs	323	323
4. National assertions: Marshall's decision, i.e., <i>Gibbons v. Ogden</i> (1824)	324	327
5. Extension of slavery by the Missouri Compromise	323	324, 327
6. Threats to Latin America: the Monroe Doctrine	326	326
7. Disputed election of 1824	336, 337, 338	337



Standards	Student Edition Pages	Teacher Edition Pages
II. The Age of Jackson		
Objective 1: To understand how an American consciousness began to develop during Jackson's administration	342, 348	340
Objective 2: To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations	342, 346, 347	343, 347
Objective 3: To describe how ordinary people and famous historic figures in the local community, the State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents	337, 339	339
Objective 4: To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States	339–340	339–340
Objective 5: To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions	341, 348, 351, 352	335, 349
CONTENT OUTLINE		
A. The age of the “common man”	336	336
1. Expansion of suffrage	339, 340	340
2. Citizenship	339	339
3. Election of 1828	336, 338, 339	338, 341
4. Jackson: man, politician, President	338, 339	338
5. The “spoils system”	340, 341	340
6. New political parties	338	338
B. Jackson's Native American policy reflected frontier attitudes	342, 343, 347	334, 345, 353
1. Some Native Americans resisted government attempts to negotiate their removal by treaty	344, 346, 347	347
2. Government policy of forced removals (1820–1840) resulted in widespread suffering and death	345, 346, 347	342, 345, 346
3. Native American Indian territory	343, 344	343
C. Intensifying sectional differences	340, 341	340
1. Protective tariff, 1828	341	341
2. Nullification controversy, 1828, 1832	340, 341	340
3. Clay's compromise tariff, 1833	341	341
III. Preindustrial Age: 1790–1860s		
Objective 1: To understand the way of life of an agrarian society	305, 307, 312, 317, 342, 388, 400, 401, 402, 403, 406, 407, 408, 409, 410, 412	307, 354, 403, 407, 412
Objective 2: To understand the nature and effect of changes on society and individuals as the United States began to move from an agrarian to an industrial economy	304, 305, 309, 312, 389, 390, 391, 392, 393, 394, 395, 396, 397, 399, 434	302, 308, 309, 390, 395
Objective 3: To describe historic events through the eyes and experiences of those who were there	309, 363, 366, 378, 399, 434	317, 321, 362, 390, 397, 407, 409, 410, 428, 429
Objective 4: To explore the meaning of American culture by identifying the key ideas, beliefs, patterns of behavior, and traditions that help define it and unite all Americans	320, 321, 366, 378, 394, 409, 411, 412	320, 378, 394, 409, 440
Objective 5: To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic systems	304–309, 401, 402, 403	304, 307
Objective 6: To understand how scarcity requires people and nations to make choices that involve costs and future considerations	304–305, 323, 390–391 398	305, 306
Objective 7: To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions	400, 406, 448	306, 316, 322
Objective 8: To describe the relationships between people and environments and the connections between people and places	306, 307, 308, 309, 312, 313, 315, 316, 317, 359, 360, 361, 362, 372, 378, 379, 380, 381, 382, 390, 391, 392, 393, 395, 397, 401, 402, 403, 407, 408, 411, 412, 419, 426, 427, 428, 429, 430, 431, 448	360, 362, 363, 407
Objective 9: To use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems	312, 316, 317, 362, 452, 462	307, 308, 315, 321



Standards	Student Edition Pages	Teacher Edition Pages
CONTENT OUTLINE		
A. Portrait of the United States, 1800	304, 305, 307, 308	305, 308
1. Agriculturally based economy	305, 307, 308	307
2. Urban centers on the coast	305, 309	313
3. Poor communication and transportation systems	281, 313	390
4. Self-sufficiency	308	308
5. Regional differences	307, 308, 309	303
B. Patterns of community organization, work, and family life in agrarian America	305, 307, 308, 312, 400, 401	307, 400
C. Technological changes altered the way people dealt with one another	306, 312, 313, 314, 315, 316, 317, 389, 390, 391	302, 313, 315, 386, 390
1. Improved transportation made travel and communication easier	312, 313, 314, 315, 317, 390, 391, 392	312, 313, 315, 386, 390
2. Greater ties between communities were possible	315, 316, 317, 389	313, 413
3. The Erie Canal and its impact	315, 316, 317	302, 312
a. Reasons for building the Erie Canal	315	315
b. Technology involved in its construction	315, 316	315
c. Types and sources of labor: ethnic and racial labor force	315	315
d. Results of building the Erie Canal	316, 317	312
D. The impact of early industrialization and technological changes on work and workers, the family, and the community	304, 305, 306, 307, 308, 317, 393, 395, 396, 397, 401, 402, 403	314, 397
1. An increase in the production of goods for sale rather than personal use	307, 393	314, 398
2. Increased purchasing of what was formerly produced at home	307, 393, 424	314
3. Emergence of a new work ethic	304	304
E. Family roles changed, affecting society in general	304	436
1. Changing role of women	304, 397, 421, 434-438	436
2. Childhood became a more distinct stage of life	304	304
3. Roles of private agencies	399, 420, 421, 437, 438	420, 437
F. Slavery and abolition	401, 402, 407, 408, 409, 411, 424-431	408, 411, 416
1. Review the institution of slavery	401, 402, 407, 408, 409, 410, 425	408
2. The meaning and morality of slavery	402, 408, 409, 429	408
3. Abolition movement	411, 424-431, 453	411, 416
a. Leadership (Harriet Tubman, Garrison, and others)	411, 424, 425, 426, 427, 428, 429, 431	424, 429, 430
b. Activities (e.g., freedom trail and the underground railroad)	411, 425, 430, 431, 453	411, 429, 453, 467
4. Abolition in New York State	429	429
5. Canada's role	428, 432-433	432
6. Effects of abolition	430, 431	430
G. Social changes	418-421, 434-438	416, 417, 418, 419, 421, 434, 435, 438
1. Religious revival	418, 419, 421	416, 419, 421
2. Women's rights	421, 434-438	417, 434, 435
3. Mental hospital and prison reform	420	420
4. Education	412, 420, 421, 437, 438	438
5. Temperance	419, 421, 437	419
H. An American culture begins to emerge	421, 630, 632	421
1. Literature	421, 630, 632	421
2. Art	632	632
I. Portrait of the United States, 1860	407, 412	407
1. Growth brought about many changes and regions-the spatial patterns of settlement in different regions in the United States	398, 412	412
a. The size and shape of communities	397, 398, 412	398
b. Environmental impacts due to development of natural resources and industry-human modification of the physical environment	392, 393	396
c. The diversity of people within the larger communities and regions	396, 398, 399, 412	398, 399
d. The ability of the political system within communities to deal with deviance	410, 411	410
e. The Preindustrial Age took place at different times in different places	389, 390, 391, 395, 400-403	390-401



Standards	Student Edition Pages	Teacher Edition Pages
2. The North	388–391, 397, 398, 399	386, 388, 398, 399
a. Industrial base	389	388
b. Increasing population	391, 397, 398, 399	398, 399
c. Urban centered—“causes and consequences of urbanization”	397, 398, 399	386
3. The South	400–403, 406–417	387
a. Agricultural base (cotton)	400, 401, 402	387
b. Impact of Industrial Revolution of agriculture	402	387, 392, 400, 401
c. Increasing slave population	401, 402, 407, 408	409, 410
UNIT SIX: DIVISION AND REUNION		
I. Underlying Causes of the Civil War		
Objective 1: To understand the series of events and resulting conditions that led to the American Civil War	372, 421, 424, 448–451, 452–455, 456–461, 462–466	446, 449, 450, 455, 459, 462, 464, 465, 466
Objective 2: To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives	367, 368, 369, 370, 374, 375, 376, 379, 380, 381, 382, 450, 451, 454, 455, 457, 458, 459, 460, 461, 463, 464, 468, 469	362, 368, 373, 375, 429, 449, 453, 455, 457, 459
Objective 3: To participate in a negotiating and compromising role-playing activity that mirrors the attempts at political compromise in the 1850s	456	449, 456
CONTENT OUTLINE		
A. Territorial expansion and slavery	368, 371, 381, 448–451	356, 359, 360, 363, 366, 367, 369, 370, 377, 380, 383
1. The secession of Texas, 1836	369, 370	356, 366, 367, 369, 370
2. The Mexican War, 1846–1848	372–377	421
3. Oregon Territory	358–363	356, 359, 360
4. The westward movement and its effects on the physical, social, and cultural environments	360, 361, 362, 367, 368, 369, 371, 374, 449, 450, 451	360, 363, 377, 380, 383
B. The emotional impact of slavery	451, 453, 455, 461	446, 452, 453, 461
1. <i>Uncle Tom’s Cabin</i>	421	421
2. John Brown’s raid on Harper’s Ferry	455, 461	452, 461
3. Fugitive slave laws	451, 453, 455	446, 453
C. Failure of political compromise	449, 450, 451, 454, 455, 464	447, 449, 451, 454, 455, 458, 459, 461
1. Compromise of 1850	451	449, 451
2. Kansas-Nebraska Act, 1854	454, 455	453, 454, 455
3. Founding of the Republican Party, 1854–1856	456, 457	457, 463
4. <i>Dred Scott v. Sandford</i> (1857)	458, 459, 461	456, 458, 459, 461
5. Lincoln-Douglas debate, 1858	460, 461	460–461
6. Election of 1860	462, 463	447
7. Firing on Fort Sumter, 1861	462, 466	466
II. The Civil War Breaks Out		
Objective 1: To understand the development and progress of the Civil War	462–466, 474–479, 480–487, 490–497, 498–505, 506–512	463, 464, 465, 466, 472, 473, 480, 481, 482, 483, 487, 504, 506, 507, 508, 510
Objective 2: To investigate key turning points in the Civil War in New York State and United States history and explain why these events or developments are significant	481, 482, 483, 484, 485, 486, 499, 500, 501, 502, 503, 505, 507, 509, 510, 511, 512	473, 486, 500, 509
Objective 3: To map information about people, places, and environments	482, 484, 487, 510, 511	477, 483, 484, 499
Objective 4: To describe the relationships between people and environments and the connections between people and places	475, 476, 477, 479, 491, 492, 493, 494, 495, 496, 497, 499, 501, 503, 505	478, 494, 508
Objective 5: To identify and collect economic information related to the Civil War from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources	415–416, 477, 483, 485, 474, 511	476, 477, 492
CONTENT OUTLINE		
A. The Presidency of Lincoln	475	477
1. Personal leadership	475	475
2. Opposition	475	475
3. Emancipation Proclamation	486, 487	486, 487



Standards	Student Edition Pages	Teacher Edition Pages
B. Advantages and disadvantages of each side	475, 476, 477, 478, 479, 481, 485, 494, 495, 499, 500	474, 478
1. Advantages	476, 485, 499	474, 478
a. South	476, 485, 499	474, 478
1) Military leadership	476, 499	474, 478, 499
2) Commitment of people to preserve their way of life	476	478
b. North	475, 476, 477, 479	474, 478
1) Effective navy	477	478
2) Larger army	475, 479	478
3) Manufacturing	476	474, 478
4) Agricultural production	476	474, 478
5) Transportation system	476	474, 478
2. Disadvantages	476, 478, 479, 481, 491, 494, 495	474, 478
a. South	476	474, 478
1) Lacked manufacturing	476	474, 478, 491
2) Lacked a navy	478-479	478
3) Not prepared for war	478, 479, 491, 494, 495	478
b. North	478, 479, 481, 499, 500	474, 478
1) Lacked quality military leadership	481, 499, 500	478
2) Not prepared for war	478, 479	478
c. The military and political dimensions of the war	475, 476, 481, 482, 486, 487, 494, 495, 496, 502, 503, 505, 506, 508, 509, 510	475, 494, 502, 510
3. Geographic factors influenced the war's progress and outcome-role of physical and other barriers	481, 482, 483, 484, 487, 499, 502, 503, 505, 508, 509, 510	483, 484, 500
4. Major campaigns evolved around a changing strategy on both sides	483, 484, 485, 498-505, 507, 508, 510, 511, 512	502, 505
5. Wartime problems and political issues	486, 487, 494, 495, 496	486, 495
6. Foreign policy maneuvering was crucial to the final outcome	486, 487, 503	487
a. Seward's concern with Mexico	508	508
b. Emancipation Proclamation as an element of foreign policy	486, 487	486
7. Technology of the war	481	480
C. New York State in the Civil War	496	NY61-NY63, 496
1. Military role		NY61-NY63, 496
2. Political opposition in New York City		NY61-NY63, 496
3. Conscription laws and draft riots	496	NY61-NY63, 496
a. Undemocratic nature of the draft	496	NY61-NY63, 496
b. Conscription as a factor in racism	496	NY61-NY63, 496
III. Results of the Civil War		
Objective 1: To understand how the Civil War affected the development of the postwar United States and influenced other countries	518-521, 522-527, 528-531, 534-540	518, 522, 534, 544
Objective 2: To describe how ordinary people and famous historic figures in the local community, the State, and the United States have advanced fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents	519, 520, 529, 531	538
Objective 3: To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability	518, 522, 528, 534	535
Objective 4: To value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality	519, 520, 521, 523, 524, 527, 529, 531	540
Objective 5: To analyze the role played by the United States in international politics, past and present	674-677, 678-683, 684-689, 690-696	674, 678, 684, 692
CONTENT OUTLINE		
A. Preservation of the Union	486, 487, 512	512
B. Abolition of slavery	486, 487, 521	486, 487
1. The Emancipation Proclamation	486, 487	486, 487
2. Civil Rights and the 13th Amendment	521, 524	518



Standards	Student Edition Pages	Teacher Edition Pages
C. Political power and decision making	521, 526, 527	521
1. Secession	518-519, 521	518
2. States' rights	518-519, 521, 540	519, 540
D. Reconstruction—theory, practice, and termination	518-521, 522-527, 528-531, 534-540	516, 518, 520, 521, 523, 524, 527, 537, 539, 541
1. Lincoln's plan	519	519, 521
2. Johnson's plan and congressional opposition resulted in his impeachment	521, 523	521, 522, 523, 524
3. Congressional Reconstruction	520-523, 525	521
4. Constitutional Amendments 14 and 15 guarantee equal rights for all races except Native Americans	524, 525, 526, 527, 539	524
5. Problems of economic and social reconstruction led to sharecropping as a substitute for slavery	531, 539	529, 531
6. The official end of Reconstruction in 1877	535	537
7. Segregation held legal: <i>Plessy v. Ferguson</i> (1896)	540	664
E. The enormous human suffering and loss of life caused by the war	511, 512, 518	511
UNIT SEVEN: AN INDUSTRIAL SOCIETY		
I. The Maturing of an Industrial Society in the Second Half of the 19th Century		
Objective 1: To understand how industrialization led to significant changes in the economic patterns for producing, distributing, and consuming goods and services	552-557, 574-578, 584-587, 588-593, 594-599, 602-606	550, 555, 582, 586, 587, 607
Objective 2: To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources	534, 552-557, 560, 563-565, 594-599	552, 563, 597
Objective 3: To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth	534, 562, 574, 584-587, 588-593, 594-599	575, 576, 583, 595
Objective 4: To understand how scarcity requires people and nations to make choices that involve costs and future considerations	574-578, 602-606	551, 574
Objective 5: To understand how people in the United States and throughout the world are both producers and consumers of goods and services	561, 563-565, 574-578, 584	563, 597
CONTENT OUTLINE		
A. Problems and progress in American politics: Framework for a changing United States	555, 556, 642, 643	555
1. New problems created a changing role for government and the political system	555, 556, 643	556
2. Scandals, depressions and limitations of traditional politics resulted in reluctant change, e.g., civil service	605, 644	644
3. National politics were dominated by the Democratic and Republican parties, but third parties occasionally arose to meet special interests	646	646
4. New York State and New York City in an era of machine politics, e.g., the Tweed Ring and Tammany Hall	642, 643, 644	643
5. Prevailing attitude of noninterference ("laissez-faire") as the appropriate role for government, with some regulations to meet excesses	587, 597-598, 699, 658	658
B. The United States developed as an industrial power	555, 556, 557, 561, 584-587, 589, 590, 591, 592, 593, 621, 625	555, 584, 589, 621
1. Changes in the methods of production and distribution of manufactured goods	555, 557, 592, 593, 621	593
a. Transportation developments and their effects on economic developments, 1865-1900	555, 556, 557, 561, 584-587, 621, 625	555, 563, 582, 584, 586, 587, 590
b. Communication developments, 1865-1900	589, 590, 591, 592, 593	556, 586, 589, 590
c. Industrial technology, 1865-1900	557, 584-587, 588-593, 594-599	586
d. Rise of banking and financial institutions	538, 596-597	596
2. Increase in the number and size of firms engaged in manufacture and distribution of goods	587, 588, 592, 593, 599, 621	587, 593
3. Increase in the number and skill level of workers; new labor markets	602, 603	603
4. Expansion of markets for manufactured goods	556, 557, 588	556
5. The growth and emerging problems of the cities	598, 620-625	598, 620
C. Growth of the corporation as a form of business organization: Case studies—oil, railroads, steel	585, 586, 587, 596, 597, 598, 599	582, 586, 595, 598
1. One of several forms of business organization	585, 596, 597, 599	596, 599
2. Many firms maintained traditional ways of doing business	585-587	585
3. Advantages and disadvantages of a corporation	585	596, 599
D. Government response to industrial development and abuses	587, 599, 645	587, 645
1. Laissez-faire versus regulation	587, 597-598, 599	587, 598
2. Interstate commerce: state and national control	645	645
3. Sherman Antitrust Act: bigness as a threat	599, 645	599



Standards	Student Edition Pages	Teacher Edition Pages
E. Changing patterns of agricultural organization and activity in the United States and New York State	565, 621	565
1. Unprecedented growth in agriculture	565, 621	621
2. Changes in the methods of production and distribution of farm products-spatial distribution of economic activities	565, 621	565
3. Efficient use of resources combined with competition and the profit motive to improve methods of production	563, 565	563
F. Occurrence of many significant and influential changes	556, 557, 564, 565, 587, 588-593, 598, 621, 624, 625, 643, 644	556, 588, 621, 625
1. Communities grew in size and number	587, 598, 621	555
2. Interdependence increased	589, 590	589
3. Decision-making procedures changed	565, 585, 587, 625	585
4. Technology advanced	564, 587, 588-593, 624, 625	564, 588
5. Adaptation of, rather than to, the environment-human modifications of the physical environment	556, 557, 565, 624, 625	557, 625
6. Perceptions of time became more formal, e.g., railroad schedules	557, 587	557
7. Political machines influenced daily life	643, 644	643
G. The response of labor to industrialization	602-606	586, 604
1. Industrialization created a larger workforce and more complex work	602, 603	582
2. Working conditions underwent extensive change, which often placed hardships on the workers; roles of women, children, minorities, disabled changed	602, 603, 615	603
3. Early attempts to unionize the workforce met with resistance and failure, e.g., the Knights of Labor and the Haymarket Riot, American Railway Union, the Industrial Workers of the World	604, 605, 606	604
4. Roots of modern labor unionism, e.g., the American Federation of Labor	604, 605	604
5. Labor as a reform movement in other aspects of society	605, 607	607
H. The response of the farmer to industrialization	575, 576, 577, 578	565, 574, 576
1. Expanding agricultural production and railroads	575, 585-586	565
2. Cheap money and high railroad rates	575, 578	575
3. The Grange and state reforms	575, 576	574, 576
4. The Populist movement	577, 578	574, 577
5. The closing of the frontier-limitations of physical environment	565, 576-578	576
II. Changes in the Social Structure Altered the American Scene		
Objective 1: To understand how industrialization altered the traditional social pattern of American society and created a need for reform	552-557, 602-606, 612-617, 620-625	578, 589, 607, 612
Objective 2: To investigate key turning points in New York State and United States history and explain why these events or developments are significant	560-565, 566-571, 588-593, 612-617	560, 566, 588, 612
Objective 3: To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations	566-571	567, 568, 569, 614, 622
Objective 4: To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability	612, 615, 620, 626	620
Objective 5: To describe historic events through the eyes and experiences of those who were there	566, 571, 625, 650	589, 603, 606, 622, 623
Objective 6: To understand how scarcity requires people and nations to make choices that involve costs and future considerations	560-565, 612-617	560-561, 612
CONTENT OUTLINE		
A. The immigration experience	556, 564, 612-617, 621	610, 612, 614, 617, 633
1. Two distinct waves occurred, from the 1840s to the 1890s, and from the 1890s to the early 1920s; migration streams over time	556, 564, 612-617, 621	614, 633
2. Differences were based on national origins, cultural patterns, and religion	556, 564, 612-617	556, 612
3. Similarities included motivations for coming and patterns of community settlement	564, 565, 613	564, 613
4. Initial clashes ended in varying degrees of acculturation	613, 616	565
5. Occupational and political experiences varied	613	613



Standards	Student Edition Pages	Teacher Edition Pages
B. Case studies of the immigrant experience in the United States and New York State—population characteristics	615–161, 620, 623–623, 631	615, 623
1. A comparison of European immigrants and the black slave experience-human migration's effects on the character of different places and regions	614	614
2. Immigrants as rural settlers in the Midwest	564	564
3. The Chinese experience in the Far West	556	552, 556
4. Mexicans in the Southwest	613	613
5. New York City's ethnic neighborhoods	616	616
6. French-Canadian settlement in northern New York State	NY63	NY63
7. Immigration patterns and experiences throughout New York State	615, 616, 621	616
8. Irish immigration: Mass starvation in Ireland, 1845–1850	NY63	NY63
9. Immigrants in the local community	616	616
C. Legal basis for citizenship in the United States	NY61–NY63	NY61–NY63
1. Citizenship by the “law of the soil”	NY61–NY63	NY61–NY63
2. Citizenship by birth to an American parent	NY61–NY63	NY61–NY63
3. Citizenship through naturalization	NY61–NY63	NY61–NY63
D. Responsibilities of citizenship	NY61–NY63	NY61–NY63
1. Civic: A citizen should be:	NY61–NY63	NY61–NY63
a. Knowledgeable about the process of government	NY61–NY63	NY61–NY63
b. Informed about major issues	NY61–NY63	NY61–NY63
c. A participant in the political process	NY61–NY63	NY61–NY63
2. Legal: A citizen should:	NY61–NY63	NY61–NY63
a. Be knowledgeable about the law	NY61–NY63	NY61–NY63
b. Obey the laws	NY61–NY63	NY61–NY63
c. Respect the rights of others	NY61–NY63	NY61–NY63
d. Understand the importance of law in a democratic society	NY61–NY63	NY61–NY63
3. The changing role of the citizen	NY61–NY63	NY61–NY63
E. America becomes an increasingly mobile society	554, 560, 564, 565	554, 564
1. Motivated by new economic opportunities	564	564
2. Changing patterns of movement, e.g., blacks begin to move North	564	564
3. Westward settlement	554, 560, 564, 565	564, 568
4. The disappearance of the frontier- physical limits of geography	565	565
F. America developed as a consumer society	621, 622	593
1. Improved standard of living increased consumption	622	622
2. Greater variety of goods available	621	621
3. Continually rising expectations	622	622
G. Leisure activities reflected the prevailing attitudes and views of the Time	622, 630, 631, 632	611, 631, 632
1. Greater variety of leisure activities became available as less time was spent on work	622, 631, 632	611, 632
2. Leisure activities reflected general characteristics of modern society, i.e., organized use of technology, emphasis on the individual role, and reliance on experts	622, 631, 632	611, 632
III. The Progressive Movement, 1900–1920: Efforts to Reform the New Society		
Objective 1: To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions	620–625, 626–632, 642–647, 650–655	627, 654
Objective 2: To investigate key turning points in New York State and United States history and explain why these events or developments are significant	626–632, 642–647, 650–655, 656–661, 662–668	644, 654
Objective 3: To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States	623, 624, 626–632, 642–647, 650–655, 656–661, 662–668	642, 646, 647, 666, 668
Objective 4: To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious	627, 628, 629, 656–661, 662–668	663, 664
Objective 5: To describe historic events through the eyes and experiences of those who were there	647, 655	653, 657



Standards	Student Edition Pages	Teacher Edition Pages
CONTENT OUTLINE		
A. Social ills	623, 642–647	622, 640, 642, 643, 644, 651, 652, 655
1. The Muckrakers—exposing corruption and abuses in industry, government, and urban living conditions	642, 646, 647	630, 642, 644
2. Fighting racial discrimination, e.g., the formation of the NAACP	663, 664, 665, 666, 667, 668	641, 652, 654, 662, 663, 666, 667, 668
3. Temperance and prohibition	650, 655	644, 650, 654
4. Settlement houses	623, 625	651, 652
B. Efforts to reform government and politics	642, 647	643, 644
1. Need for responsive government, e.g., primary elections, the initiative, the referendum, the recall election	642, 647	647
2. Progressive leaders, e.g., LaFollette, Theodore Roosevelt, Taft, Debs	657, 659, 660	656, 657, 659, 660, 661
3. The Socialist Party challenges the political establishment	646	646
4. Direct election of Senators—the 17 th Amendment	647	647
5. Women’s suffrage—the 19 th Amendment	651, 652, 653, 654	650
C. Economic reform efforts	656, 657, 658, 660, 661	644, 645
1. Labor-related legislation, e.g., minimum wage laws, workmen’s compensation insurance, safety regulations, child labor laws	658	658
2. Prosecuting trusts	657, 658, 661	644, 645
3. Government regulation of the railroads	657	657
4. The Federal Reserve Act	656	656
5. Graduated income tax—the 16 th Amendment	660	660
UNIT EIGHT: THE UNITED STATES AS AN INDEPENDENT NATION IN AN INCREASINGLY INTERDEPENDENT WORLD		
I. The United States Expands Its Territories and Builds an Overseas Empire		
Objective 1: To understand how and why the United States grew during the 19 th century	674–677, 678–683	672, 673, 674, 678, 680, 682, 683, 688, 689, 691
Objective 2: To recognize that American territorial and economic growth had widespread economic, political, and social impacts both at home and abroad	678–683, 690–696	679, 680, 682, 692, 697
Objective 3: To describe the reasons for periodizing history in different ways	642–647, 676, 685, 704	642–643, 685
Objective 4: To understand the relative importance of U.S. domestic and foreign policies over time	674–677, 684–689, 690–696	673, 688
Objective 5: To analyze the role played by the United States in international politics, past and present	674–677, 678–683, 684–689, 690–696	672, 673, 675, 678, 685
Objective 6: To compare and contrast different interpretations of key events and issues in New York State and United States history and offer reasons for these different accounts	684–689	681, 686, 687, 689, 695
CONTENT OUTLINE		
A. Growth of imperialist sentiment was caused by several factors	674–677	672, 674, 678, 683
1. A belief that the nation had a right to the land, i.e., Manifest Destiny—“people’s differing perceptions of places, people, and resources”	674–677, 689	674
2. Perceived moral obligations to extend America’s way of life to others, i.e., ethnocentrism and racism	674–677, 689	674, 689
3. American citizens were already migrating into new lands in North America—the effects of human migration on the characteristics of different places	675, 692–694	675, 692
4. Increased foreign trade led to a growing interest in gaining control over some foreign markets	675, 677, 689, 692–694	675, 692
5. Fear that other foreign nations would gain control of strategic locations at the expense of the United States	676, 677, 678, 679, 680, 683	676, 678, 683
6. Developing technology in transportation and communication contributed to American expansion potential—the importance of location and certain physical features	677, 678, 679, 680, 690, 691	676
B. The Spanish-American War signaled the emergence of the United States as a world power	684–689	673, 684, 685, 687, 689
1. The war’s origins lay in Cuban attempts to gain freedom from Spain	684, 685, 686	685, 688
2. Concerns of the United States, i.e., pro-expansionist sentiment, Cuba’s location, Spanish tactics	686–687	685, 688
3. Newspapers shaped public opinion over the Main incident—“yellow journalism”	686, 689	686
4. Conduct of the war created domestic and international problems	685, 688	688
5. Opposition to American imperialist movement	689	688, 689
C. Victory in the Spanish-American War created a need for a new foreign policy	682, 683, 687, 688, 689	682
1. Acquisition of land far from America’s shores—importance of resources and markets	688, 689	680
2. Emphasis on doing what the government felt was necessary and possible to protect American interests, i.e., maintaining a strong navy, gaining control of other strategic locations, advocating equal trading rights in Asia, e.g., the Open Door Policy	682, 683	682
3. Actions created conflict with Filipinos and Japanese	686, 687	683



Standards	Student Edition Pages	Teacher Edition Pages
D. United States policies in Latin America	690–696	673, 690
1. The United States attempted to control a number of locations in Latin America for economic and political reasons	691, 692, 694, 695, 696	690
2. The quest for Latin American stability through the Roosevelt Corollary to the Monroe Doctrine: Panama Canal	690, 692, 693, 694, 695, 696	690, 693, 694
3. Armed intervention in Latin America	691, 692, 694, 696	691, 696
II. The United States Begins to Take a Role in Global Politics		
Objective 1: To understand how American relations with other nations developed between the end of the Civil War and the end of World War I	684, 712, 713, 714, 715, 716, 717, 718–723, 725, 728–732	703, 712, 715, 718, 728
Objective 2: To describe the reasons for periodizing history in different ways	704, 712, 718, 728, 742	704, 718, 728
Objective 3: To understand the relative importance of United States domestic and foreign policies over time	712–717, 718–723, 724–727, 728–732	703, 712–713, 724, 728
Objective 4: To analyze the role played by the United States in international politics, past and present	704, 712–717, 718–723, 728–732	703, 713–714, 728, 736
Objective 5: To describe the relationships between people and environments and the connections between people and places	705, 706, 724–727	708, 724, 725
CONTENT OUTLINE		
A. United States policy on noninvolvement in European political affairs was based on a number of factors	674, 675, 677	675
1. Tradition dating back to the earliest days of the country	674, 675	675
2. Focus on the international problems of the new nation	674, 675	674
3. Recognition of United States military unpreparedness	677	677
4. Impacts of geography (e.g., location, resources) on United States foreign policy	675	675
B. Pre-World War I involvements	677, 678, 682, 683, 685	677, 683
1. Application of the Monroe Doctrine to the Western Hemisphere	677	677
2. Threats to American foreign trade	682, 685	682
3. Roosevelt's Treaty of Portsmouth	678, 683	678
C. World War I occurred as a result of international problems	704–709	705
1. Intense nationalism	705, 709	705
2. Power struggles among European nations	706, 707	705
3. A failure of leadership	704	704
4. European alliances	704, 705, 706, 707, 709	719
D. Events led to United States involvement in World War I	712–717, 718–723	702, 714, 716, 717
1. The American people were divided in ways that made involvement difficult	713, 715	713
2. Fear that United States involvement would increase intolerance at home	713–714	714
3. Initial attempts to follow traditional policy of neutrality failed	715–716	715
4. Unwillingness of warring nations to accept President Wilson as a mediator	704	704
5. England was a major United States trade partner	714–715	714
6. Despite varied ethnic backgrounds in the United States, leaders felt closer to the English than to the Germans	714	714
7. While both sides attempted to restrict United States trade with their opponent, Germany did so by sinking American ships	714	715
8. Recognition that the United States would have no say at any peace conference if it remained neutral	716–717	716
E. The United States entered the war	718–723, 724–727	719, 726
1. Combining new technology with old strategies e.g., chemical warfare led to the death of millions	709–710	709
2. The war was supported by the majority of Americans	717	717
3. The war effort created changes on the home front, e.g., economic controls, the role of women in the workforce, black migrations to the North, and attempts to organize labor to improve conditions	724–727	724, 725, 727
4. War promoted intolerance, e.g., the Espionage Act of 1917 and the Sedition Act of 1918; "hyphenated Americans" have their loyalty questioned	724, 727	724, 727
F. The United States and the peace negotiations	728, 729, 730, 731, 732	728, 729, 732
1. Wilson's failed attempts to establish leadership with his Fourteen Points	729, 730, 732	729, 732
2. Senate opposition to the League of Nations	731, 732	703, 729
3. The Versailles Treaty	728, 729, 730, 731	703, 731, 732, 733



Standards	Student Edition Pages	Teacher Edition Pages
G. The Bolshevik Revolution	719, 720, 723	765
1. Effect of World War I	720, 723	720
2. Civil war in Russia	719, 723, 729	723
3. Western intervention	730	730
4. Threat of international communism	730	765
UNIT NINE: THE UNITED STATES BETWEEN THE WARS		
I. The Roaring Twenties Reflected the Spirit of the Postwar Period		
Objective 1: To understand the economic, social, and political development of America in the period between World War I and World War II	744-747, 750-753, 754-757, 758-764, 772	742, 745, 760, 762, 764
Objective 2: To understand the relative importance of United States domestic and foreign policies over time	744, 750-753, 754-757	742, 745, 764
Objective 3: To analyze the role played by the United States in international politics, past and present	750, 753	750
Objective 4: To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious	744-747, 754-757, 758-764	743, 754
Objective 5: To understand how people in the United States and throughout the world are both producers and consumers of goods and services	754-757	754
CONTENT OUTLINE		
A. Prohibition and the 18th Amendment	761, 762	763
1. End of reform era	761, 762	761
2. The rise of organized crime	761, 762	762
3. Economic, social, political effects	761, 762	762
B. The Republican decade	750, 571, 752, 764	750, 764
1. Political developments	747, 750, 751, 752, 764	747, 751
a. Back to "normalcy"; the election of 1920	750	742, 745, 750, 751
b. Scandals	751	750, 751
c. Coolidge: austerity and integrity	747, 752	751
d. Government and business: laissez-faire and protection	752	752
e. Election of 1928	764	764
C. Relative isolation of the United States in world political affairs	731, 732, 753	731
1. General policy of noninvolvement in European affairs; the League of Nations controversy	731, 732	703, 729, 753
2. Limited participation in international activities	753-754	753
a. World Court	729, 832	729
b. Naval disarmament 1924	753	753
c. Efforts for peace; Kellogg-Briand Pact, 1928	753	753
d. Postwar reparation talks	730	730
e. Relief efforts in Europe	764	764
3. Expansion of international trade and tariffs	752	752
4. Restrictions on immigration, e.g., Quota Act, 1924	762, 763	762
D. A rising standard of living resulted in the growth of a consumer economy and the rise of the middle class	756, 757	756
1. Increase in single-family homes; move to nuclear families	755-757, 758	755-757
2. Emergence of suburbs	756-757	755-757
3. Spread of middle-class values	754, 756-757	755-757
4. Increased use of credit	756, 757	755-757
E. Changes in the workplace	754-755	755-757
1. Shift from agrarian to industrial workforce	754-755, 757	755-757
2. Lessened demand for skilled workers	754-755	754
3. Working conditions and wages improved	757	755-757
4. Increase in white-collar employees	754-755	754
5. Women continued to increase their presence in the workforce	759	759



Standards	Student Edition Pages	Teacher Edition Pages
F. Problems developed in the midst of unprecedented prosperity	746–747, 755, 757	746, 755
1. Not all groups benefited equally	757, 761, 762	757
a. Low farm prices	757	757
b. High black unemployment	746–747	746
c. Millions of poor	757	757
2. New trends conflicted with tradition	759, 764	759, 761
3. Environmental balance was jeopardized	756	756
G. Foreign immigration and black migration resulted in a very diverse population and an increase in social tensions—the effects of human migrations on the nature and character of places and regions	746	746, 748, 749, 760, 763
1. Restrictions on immigration	762, 763	762
2. Black migration to Northern cities	787–788	748–749
3. Growth of organizations to fight discrimination; e.g., NAACP	747	746, 755
4. Growth of black art, music, and cultural identity; e.g., the Harlem Renaissance	760	758, 760, 766, 767
5. Generational conflicts	745, 746, 787–788	745, 787
6. Widespread emergence of retired workers	755	755
7. Right-wing hate groups	745, 746	745
H. New ideas about the use of leisure time emerged	743, 756, 757, 758, 759, 760, 761	743, 755, 756, 757
1. Impact of the automobile: Henry Ford	756, 757	755, 756, 757
2. Organized sports: Babe Ruth	743, 760	760
3. Search for heroes and heroines: Lindbergh, Amelia Earhart	758, 759	758
4. Motion pictures	759	743, 755
5. Popular literature	760, 761	743, 755
6. Fads and fashion	759, 760	743, 759
7. Changes in social behavior	759, 760	743, 759
I. The stock market crash marked the beginning of the worst economic time the country has ever known	774, 775, 776	770, 774, 776
1. National prosperity had been structured on the investments of the wealthy	773, 774, 775	773
2. There were problems with the economic structure	774, 775	775
3. People lost faith in the system	774, 775, 777	772
4. The government was unwilling or unable to correct the downturn	774, 776, 777	774
5. The economic depression that followed was the worst in our history	772, 775, 776, 777	770
II. The Great Depression		
Objective 1: To understand the economic, political, and social impacts of the Great Depression on the United States	772–777, 778–783, 786–791, 794–798	770, 771, 773, 776, 790, 799
Objective 2: To understand the economic, political, and social changes that took place in the world during the 1930's	772–777, 778–783, 786–791, 794–798, 804–807	771, 790, 799
Objective 3: To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources	778–783, 786–791	771, 778, 786
Objective 4: To understand how scarcity requires people and nations to make choices that involve costs and future considerations	778–783, 794–798	771, 778, 794
Objective 5: To evaluate economic data by differentiating fact from opinion and identifying frames of reference	794–798	794
Objective 6: To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions	772–777, 786	772–773
CONTENT OUTLINE		
A. Contributing factors	773, 774, 777	773
1. Economic growth declined during the late 1920s	773, 774	774
2. Stock purchases were made on margin/credit	772–773	773, 774
3. Corporations and individuals became overextended	773, 774	773
4. The stock market crash led to a cycle of low demand and high unemployment	773, 774	775



Focus on New York

Standards	Student Edition Pages	Teacher Edition Pages
B. Responses to deepening economic woes	774, 775, 776, 777	777
1. Hoover administration response: too little, too late	775, 776, 777	777, 799
2. Local and State actions	775, 776	775
a. Soup kitchens and out-stretched hands	775, 776	776
b. A modified “new deal” in New York	781	781
3. Election of 1932; question of confidence	779, 780	779
C. The New Deal	780, 781, 782, 783	778, 783
1. Psychological boost; FDR at the fireside	778, 781	780, 783
2. Relieving human suffering; providing for dignity and jobs	780, 781, 782, 783, 794	780, 783
3. Helping business and industry recover	781, 782, 783	782
4. Adjusting the economic system to prevent recurrence	781, 783, 796, 797	781
a. Government regulation of business and banking	781, 783	781, 797
b. Instituting Social Security	796, 797	781
c. Providing a guaranteed labor voice: the Wagner Act	797	797
5. Other voices	794, 795, 798	794, 796, 798, 799
a. Court-packing scheme	798	798
b. Alternative solutions: Father Coughlin, the Townsend Plan, Huey Long, socialism, communism	794, 795	794, 796, 798, 799
1) The economics of war versus depression conditions; climbing out of depression and into war	798	798
D. Effects on work family, and communities	775, 776, 786, 789, 790, 791	775, 787
1. Even though unemployment reached new heights, most people continued to hold jobs but at reduced hours and lower wages	775, 782	775
2. The loss of jobs fell unequally on women, blacks, and the unskilled	788, 789, 790, 791	788, 789
3. The threat of possible job loss was a psychological strain on those who were employed	774, 787	774
4. Unemployment affected the traditional male role of provider, especially for those who equated success at work with success as a husband and father	776, 787	776
5. Charities’ resources were inadequate	775, 776	775
6. Local communities attempted to meet the needs of their people	775, 776	776
7. The Dust Bowl and the Okies-human modification of the physical environment	787, 788	706, 788
E. The cultural environment during the Great Depression	787, 791	787
1. The times were reflected in the arts and literature	787, 791	787
2. Escapism was popular in fiction and the cinema	791	791
3. Many works of social commentary and criticism appeared	791	791
4. Federal government supported the arts through the Works Project Administration (WPA)	782, 794, 796	782
F. Effects of the Great Depression on industrialized Europe	775, 776, 802	775, 802
1. Trade and loans tied Western economies together	775, 803	775
2. The Great Depression followed similar patterns in affected nations	775, 803–804	803
a. Tighter credit	775, 803–804	803
b. Business failures	775, 803–804	775
c. Decreased money supply	775, 803	775
d. Lowered demand	775, 804	803
e. Lower production	775, 804	804
f. Widespread unemployment	776	776
3. Developing totalitarian responses: Germany, Italy, Spain, Japan; intensified communism characterized by:	790, 804–805	806, 807
a. One-party governments headed by a strong individual	790, 804–805	806, 807
b. Armies and police forces fostered national goals and eliminated opposition	790, 804–805	804
c. Use of propaganda in the media and schools to support national goals	791, 804–805	806, 822, 833
d. Art and literature were used to endorse official policies in totalitarian countries	791	806, 833
G. European conflicts resulted in several basic problems for United States policy makers	804, 806, 811–812, 955, 959	806, 811, 959
1. The question of whether to shift focus from domestic problems to foreign policy	804, 811–812, 955, 959	811, 955
2. Issue of neutrality versus the growing power of totalitarian states	803–806	806
3. Continued efforts to improve Latin American relations through the “Good Neighbor Policy” without losing influence in that area’s affairs	812, 818, 945	812, 945



Standards	Student Edition Pages	Teacher Edition Pages
UNIT TEN: THE UNITED STATES ASSUMES WORLDWIDE RESPONSIBILITIES		
I. World War II		
Objective 1: To understand why World War II began and how it changed the lives of millions of people	804–807, 808–813, 814–819	802, 804, 811
Objective 2: To be aware of the much different world left as a legacy of World War II	832	840
Objective 3: To investigate key turning points in New York State and United States history and explain why these events or developments are significant	808–813, 820–827, 828–832	811, 813, 827, 830
Objective 4: To understand the relative importance of United States domestic and foreign policies over time	804–807, 808–813, 814–819	806, 814–815, 834
Objective 5: To analyze the role played by the United States in international politics, past and present	820–827, 828–832	803, 804, 811
Objective 6: To describe historic events through the eyes and experiences of those who were there	813, 819, 827, 884	805, 815, 824
CONTENT OUTLINE		
A. Origins of the war	804–807	802, 804
1. The Versailles Treaty	805	805
2. The Great Depression	803–806	803, 804
3. Rise of totalitarianism; expansionism and persecution	804–807	805
4. The rearming of Germany	805–806	806
5. Isolationism	806, 810–811	810
6. Failure of the League of Nations	805	805
B. Prewar alliances	804–807, 808–813	807
1. Axis powers	804–807, 808–813	804, 808
2. Allied powers	804–807, 808–813	804, 808
3. Role of the United States	806–807	804, 808
C. Failure of peace	804–807, 814–819, 820–827, 828–832	805, 814, 820, 828
1. Aggression by Germany in Europe, Italy in Europe and Africa, and Japan in Asia	804–807	805, 806
2. Appeasement; Chamberlain in Munich	807	807
3. German attack on Poland; World War II begins	807	807
4. United States role to 1941—guarded isolation, aid to allies	810–811, 814–819, 820–827, 828–832	810, 814, 828
D. The United States in World War II	810–813	813, 820, 822, 823, 825, 826, 828
1. Japanese attack on Pearl Harbor	812–813	813, 833
2. A two-front war	820–827, 828–832	820, 822, 823, 828, 829
a. Europe—Eisenhower	820–827	820, 822, 823
b. Pacific—MacArthur	828–832	828, 829
E. New aspects of the war	808–813	810, 825, 826
1. German blitzkrieg	808–809, 813	808
2. Aerial bombing	809, 810–813	810
3. New technology and its impact on people and the physical environment	808–813	809–810
4. Atomic bomb—the Manhattan Project	831, 832	831
5. The Nazi Holocaust	824–827	825, 826
6. Concept of unconditional surrender	823, 832	823
F. The home front	814–819	803, 814, 815, 816, 819
1. Total mobilization of resources	814–819	814
2. Rationing	815–816	815
3. Role of women	817–818	814, 815, 816, 819
4. War bonds	814–815	814
5. Internment to incarceration of Japanese-Americans	819	819
6. Limited progress toward economic, political, and social equality for black Americans, i.e., Roosevelt's Executive Order 8802	816–817	816
G. End of the war	820–827, 828–832	820–821, 828
1. Allied agreement—Yalta Conference	842, 849	842
2. Defeat of Germany	820–827	820, 822
3. Defeat of Japan	828–832	828, 829



Standards	Student Edition Pages	Teacher Edition Pages
H. Impact of the war	826-827, 832	826, 832
1. Entire countries were physically and demographically devastated-effects of physical and human geographic factors	826-827, 832	826-827
2. Millions of families suffered the loss of loved ones	832	832
3. The Nazi Holocaust-Hitler's "Final Solution"; worldwide horror; human rights violations	826-827	825, 826
4. United States response to the Holocaust: Fort Ontario; Oswego, New York	824	824
5. The Nuremberg Trials	832	832
6. Global impact; rise of nationalism in Africa and Asia	874	874
7. Advent of the United Nations	750	843
8. Advent of the nuclear age	751	844-845
II. The United States as Leader of the Free World		
Objective 1: To understand why the United States assumed a leadership role in the post-World War II world	842-849, 852, 856-859, 894	843, 849, 850
Objective 2: To appreciate the historical background for the formation of U.S. foreign policy of this era	842-849, 894, 904-909, 910-915, 970	845
Objective 3: To understand the relative importance of United States domestic and foreign policies over time	856-859, 860-866, 884, 894, 904-909, 910-915, 918-923, 942	840, 853, 857, 865, 920
Objective 4: To analyze the role played by the United States in international politics, past and present	842-849, 856-859, 860-866, 904-909, 910-915	841, 845, 850, 857, 859, 907, 908, 912
CONTENT OUTLINE		
A. Role of the United Nations	842, 944, 985	843
1. Human rights issues; United Nations Universal Declaration of Human Rights (1948)—role played by Eleanor Roosevelt on the United Nations Commission on Human Rights	842, 944, 985	944
2. Actions of the United Nations to promote peace	842, 944, 985	843
B. United States and the Soviet Union emerge as world leaders	842-849, 860, 863, 902-903, 904-909	842, 860, 902
1. The Cold War	844-849, 860, 862, 902-903	840, 842, 845, 854, 865
2. Truman Doctrine and Marshall Plan	842, 842, 844	842
3. Alliance systems: e.g., NATO, Warsaw Pact	842-843	846
C. Communist expansion leads to United States policy of containment	845, 847, 849, 856-859, 904-909, 910-915	844, 845, 846, 906, 907, 908, 910, 911, 912, 915, 932
1. In Europe: Berlin airlift, Berlin Wall	845, 849, 907	845, 846
2. In Asia: Communist China, Korean War	847, 856-859	841, 856, 857, 858, 859
3. In Latin America: Cuban missile crisis	904-909	906, 907, 908
4. In Southeast Asia: Vietnam War	910-915	902, 910, 911, 915, 932
D. Superpower rivalry	861, 862, 902-903	909
1. The spread of nuclear weapons	861, 902-903	861
2. The arms race	861, 902-903	902
3. From Sputnik to astronauts on the Moon	862, 909	909
III. The United States in the Post-Cold War World		
Objective 1: To understand the historic, political, and social context in which United States foreign policy has evolved during the post-Cold War era	926-932, 942-947, 958-962, 970	940, 946, 962
Objective 2: To understand the relative importance of United States domestic and foreign policy over time	874, 926-932, 942-947, 948-955, 958-962, 976-981, 892-981	905, 940, 953, 962, 977, 981, 989
Objective 3: To analyze the role played by the United States in international politics, past and present	926-932, 942-947, 958-962, 976-981, 982-989	905, 940, 946
CONTENT OUTLINE		
A. Shifting foreign policies help lead to the end of the Cold War	862, 942-947	942, 944, 945, 946, 955
1. Détente and arms control beginning with President Nixon	926, 942-947, 975	942, 944, 955
2. Military buildup and treaties to bring about reductions	944, 972, 975	945, 977
3. Fall of the Berlin Wall (1989) and the collapse of the Soviet Union	976-978	978
B. The United States seeks a new role in the world	942-947, 958-962	961, 962, 976
1. Arab-Israeli conflicts; Camp David Accord	945-956, 960-961	961, 962
2. Persian Gulf War	979	976
3. Peacekeeping missions; Somalia, Bosnia	979, 985	980
C. Western Hemisphere relations	947, 972, 985, 1003-1004	986
1. Economic competition and cooperation: NAFTA	985	986
2. Immigration patterns between the United States and Mexico, Latin America	1003-1004	1003
3. Spread of democratic principles in Latin America	947, 972	947



Standards	Student Edition Pages	Teacher Edition Pages
UNIT ELEVEN: THE CHANGING NATURE OF THE AMERICAN PEOPLE FROM WORLD WAR II TO THE PRESENT		
I. Postwar Society Characterized by Prosperity and Optimism		
Objective 1: To understand that the period immediately following World War II was a prolonged period of prosperity with a high level of public confidence in the United States	860-866	841, 864, 866
Objective 2: To investigate key turning points in New York and United States history and explain why these events or developments are significant	874-879, 880-883, 884-891, 894-898, 906, 918-923, 926, 942-947, 948-955	888
Objective 3: To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts	910, 948-955, 958, 990	899
CONTENT OUTLINE		
A. Changing patterns of production and consumption resulted in economic expansion	851, 860-866, 955, 959	860, 955
1. Increased productivity, a result of improving technology and rising consumer demand, led to higher wages and declining unemployment	860-866	860, 862
2. Number of service jobs, women in the workforce increased	817-818, 851, 864-865	817, 864
3. Poverty continued to exist in the midst of plenty	865-866	860, 865
B. Families and communities underwent significant changes	816, 862-866, 924	865, 866
1. Postwar baby boom had major effects on social and economic decisions made by families	851, 862-863	862
2. Growth of suburbs paralleled by movement from major cities	816, 851, 924	851
3. Effect of automobiles reflected in interstate highway system, shopping centers, increased commuting to work	862-863, 866	862-863
C. Civil rights movement placed focus on equality and democracy	874-879, 884-891	872, 873, 874, 877, 878, 879, 884, 886, 888, 894, 895, 897, 898
1. Important executive and judicial decisions supported equal rights	874-875	889
2. <i>Brown v. Board of Education of Topeka</i> (1954) overturned legal basis of segregation	874-875	874, 876
3. Activists and leaders such as Dr. Martin Luther King, Jr. developed strategies to secure civil rights for African-Americans	874-879, 884-891	878, 879, 888, 890
4. Women, Native American Indians, and others also sought greater equality	894-898	873, 894, 895, 897, 898
5. Supreme Court moved to protect individual rights: <i>Miranda v. Arizona</i> (1966), <i>Tinker v. Des Moines Independent School District</i> (1969)	279, 1045	972
D. Self-confidence of early postwar years eroded by series of events	874-879, 880-883, 884-891, 894-898, 918-923, 926-932	872, 880, 882, 919, 920, 922, 927, 928
1. Assassinations of major leaders: Kennedy, King	882, 891	872, 873, 880, 882
2. Nation split over involvement in Vietnam War	918-923, 926-932, 954-955	919, 920, 927, 928
3. Groups in society turn to violence to reach their goals	885, 886, 891	922
4. Resignation of President Nixon	948-955	948-949
5. Oil crisis and skyrocketing inflation	955	952
II. The United States Begins a New Century		
Objective 1: To understand the economic, social, and political trends that shaped the end of the 20 th century and point to the 21 st century	850, 880, 970-975, 976-981, 982-989, 990-997, 1000-1006	975, 1006
Objective 2: To investigate problems and opportunities the United States faces in its immediate future	990-997, 1000-1006	969, 992, 993, 1000
CONTENT OUTLINE		
A. The United States competes in a world economy	972-975, 1006	1001, 1006
1. Competition from Europe, Asia, rest of Western Hemisphere	984, 1000-1001	1000
2. Effects on economy of the United States	1000-1006	1000-1001
B. Federal and state governments reevaluate their roles	970-971, 983, 988-989, 1005	970, 988
1. Fiscal and monetary policies: taxation, regulation, deregulation	970-971	970
2. Social programs: health, welfare, education	983, 988-989, 1005	988, 1005
C. Technology changes: the home and the workplace	1000, 1003	1001
D. Old and new problems must be addressed	981, 1000-1006	990, 991, 992, 993, 1000
1. Violent crime and substance abuse	981	981
2. Protection of the environment	1002-1003	1004
3. Growing number of elderly Americans	1005	1005
4. The continuing struggle for economic and social justice for all citizens	982, 989	982
5. Balancing the ideals of national unity with growing cultural diversity	983, 989	1005, 1006
6. Civic and legal responsibilities of citizenship	146-149, 214-223	995